

Unit #1 Title: That's How You Do It!

Lesson Title: Help Is On The Way!

Lesson: 1 of 2

Grade Level: 3

Length of Lesson: 30-35 min.

Missouri Comprehensive School Counseling Big Idea:

AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):

AD.4.A.03: Identify and practice study skills and test taking strategies.

AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

Materials (include activity sheets and/ or supporting resources)

Study/Test Taking Habits Inventory

Study/Test Taking BINGO sheet

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	

Missouri Comprehensive School Counseling Programs:

Linking School Success to Life Success

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X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will self-assess ability to demonstrate 24 different study skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

The student will complete an inventory that self-assesses proficiency with study skills, test taking strategies, and basic time management and organizational skills.

Lesson Preparation**Essential Questions:**

Why do are study skills important

Engagement (Hook):

Counselor goes into class obviously unprepared (mismatched clothing, messy hair, forgotten materials, eating). Counselor asks students, “Do I look prepared for class today?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Today we are going to discuss study and test taking habits and learn about out habits. Counselor distributes the <i>Study/Test Taking Habits Inventory</i> .	1. Students get out a pencil, write their name on their sheets and read over the inventory while waiting.
2. Counselor reads the <i>Study/Test Taking Habits Inventory</i> as students follows along and responds to each item.	2. Students put an X in the space that best describes their knowledge/use of the skill. Students also join in the discussion.
3. Counselor distributes <i>Study/Test Taking Habits BINGO sheet</i> . Counselor explains that, as each skill is discussed, the students should write the key word, which is in bold	3. Students write key words on the BINGO sheet in any spot that they wish.

<p>and underlined in anyone of the squares on their BINGO sheet.</p> <p>4. Counselor collects both sheets. The inventory can be shared with teachers or can be kept for comparison for a lesson in grade</p> <p>5. Counselor tells students that the next lesson will be one in which study/test skills will be reviewed by playing Bingo using their Bingo Cards they made.</p>	<p>4. The students return papers or put them away as instructed.</p> <p>5. Students listen.</p>
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Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

NAME _____

DATE _____

STUDY/TEST TAKING HABITS INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column. Discover how many good study/test taking habits you have. You may surprise yourself!!

	Always	Sometimes	Never
1. I am an <u>active listener</u> and class participant.			
2. I make sure I have enough <u>energy</u> .			
3. I keep an <u>assignment notebook</u> for homework.			
4. I choose a <u>regular time to study</u> .			
5. I <u>have the materials</u> I need before I start.			
6. I <u>prepare for a test</u> at least a few days before I take it.			
7. I <u>find a place</u> with good lighting, a desk and a chair.			
8. I <u>work with no interruptions</u> .			
9. I <u>work steadily</u> without daydreaming.			
10. I <u>take necessary breaks</u> .			
11. I get a <u>good night's rest</u> before a test.			
12. I <u>start my assignments quickly</u> .			
13. I hand in my <u>assignments on time</u> .			
14. I <u>keep a dictionary available</u> .			
15. I <u>check over my work</u> .			
16. I <u>eat a good breakfast</u> on test day.			
17. I <u>read through a chapter</u> of a book and then <u>skim for facts</u> afterwards.			
18. I <u>reward myself</u> after studying.			
19. I <u>take notes</u> .			
20. I <u>listen to the directions</u> .			
21. I <u>ask the teacher for help</u> if I need it.			
22. I <u>do the easiest ones first</u> so I will have more time to spend on the harder ones.			
23. I <u>write neatly and accurately</u> .			

STUDY/TEST TAKING BINGO

NAME: _____

		Free Space		